



Rosenwald Elementary/Middle School

508 Church St.
Society Hill, SC 29593

Grades	K-8 Elementary School	
Enrollment	137 Students	
Principal	Kimberly Mason	843-398-2700
Superintendent	Dr. Rainey Knight	843-398-5100
Board Chair	Charles Govan	843-332-2288

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Average	Excellent
2011	Below Average	At-Risk
2010	Below Average	Below Average
2009	Average	Average
2008	At-Risk	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2011-12 whose 2010-11 test scores were located

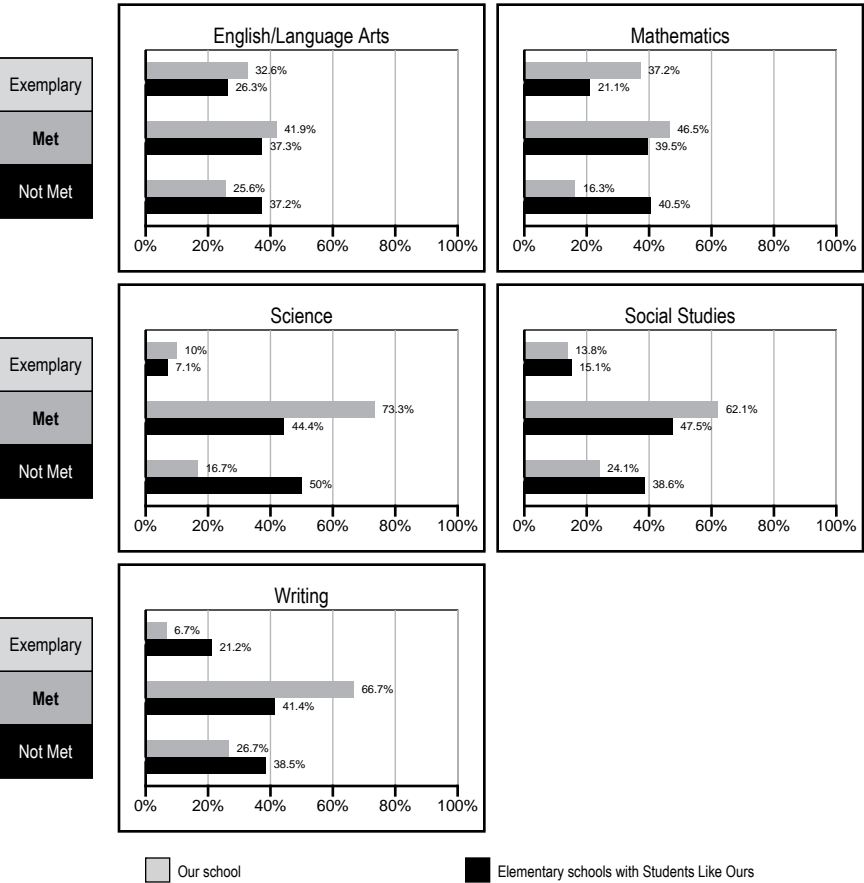
95.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	6	73	47	18

* Ratings are calculated with data available by 11/07/2012.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=137)				
First graders who attended full-day kindergarten	88.0%	Down from 100.0%	100.0%	100.0%
Retention rate	1.5%	Down from 3.1%	1.2%	1.0%
Attendance rate	97.7%	Up from 96.2%	96.4%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=12)				
Teachers with advanced degrees	33.3%	Down from 38.5%	62.5%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	78.3%	Up from 75.8%	85.2%	88.7%
Teacher attendance rate	97.2%	Up from 95.2%	95.5%	95.1%
Average teacher salary*	\$41,519	Down 5.2%	\$44,828	\$47,210
Professional development days/teacher	15.2 days	Up from 13.0 days	9.4 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	15.1 to 1	Down from 18.0 to 1	18.0 to 1	20.0 to 1
Prime instructional time	94.1%	Up from 89.9%	90.7%	90.5%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 67.5%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$9,529	Down 11.8%	\$8,355	\$7,247
Percent of expenditures for instruction**	52.5%	Down from 62.6%	65.8%	68.2%
Percent of expenditures for teacher salaries**	50.0%	Down from 58.0%	62.7%	65.7%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

A review of our year makes it clear that we have had an extraordinary year of learning, both within our classrooms and beyond the school walls. Our staff has remained focused on our instructional models, Teacher Advancement Program (TAP) and Explicit Direct Instruction (EDI). As the teachers learned, so did the students.

Through weekly cluster meetings and daily planning, teachers were able to digest the components of EDI and dove tail them with our existing TAP model. We emphasized activating prior knowledge, checking for understanding and closure. The students consistently were attentive and striving for improvement in their academics. Our focus on inferring, a comprehension strategy, resulted in incredible increases in MAP Reading Scores.

Through regular addition and multiplication drills and timed tests, we generated school wide excitement and competition. The basic knowledge improved the students' performance in math classes and increased their confidence as math students. District and school incentives were presented to those students with 100% accuracy.

To enhance, our standards-based instruction, we implemented an Accelerated Reading program this year. We increased our circulation in the library by 40%. Parents were pleased with the addition, while teachers and students began reading like never before. We sought the cooperation of our town library with the initiative and they gladly agreed to promote our AR.

With the implementation of our school wide management system called SOAR, students understood the faculty's expectations for behavior in every area of our campus. Consequently, the student behavior was outstanding throughout the year. Comet cards were given for exceptional behavior and a comet card celebration was held monthly to reinforce the excellent behavior.

Teachers and staff thoughtfully planned a variety of school events and fieldtrips to bring learning through experiences to the Eagles. We enjoyed a trip to Columbia to the Marionette Theatre, a Pork Chop Production, a Star Lab experience, and a PASS Motivational Rally featuring Houdini, the only African American escape artist in the world,. Additionally, the primary students attended an Aladdin play at Thornwell Elementary and had a walking fieldtrip to our town library and a picnic at town hall. To conclude our year, we celebrated a year of hard work and progress by taking a "Sand and Sea" fieldtrip to Myrtle Beach for the primary students and a "Past, Present, and Future" fieldtrip for elementary and middle school students. The students were immersed into the social studies standards as they explored the rich history of the Low Country.

Parent and community members continued to show phenomenal support of our students' academic programs as well as their extra- curricular activities. In fact, it was due to this kind of support that we were able to facilitate our HungerBuster Program, multiple fieldtrips, BETA Convention attendance and athletic events.

During the 2011-2012 school year, we saw our school vision becoming a reality.

Our Motto: "Soaring to Greater Heights Because Learning Has No Limits"

Kim Mason, Principal

LaKeisha Eaddy, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	15	25	21
Percent satisfied with learning environment	86.7%	84.0%	85.7%
Percent satisfied with social and physical environment	80.0%	70.8%	90.5%
Percent satisfied with school-home relations	66.7%	75.0%	80.0%

* Only students at the highest elementary school grade level and their parents were included.

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ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

Overall Weighted Points Total	91.6
Overall Grade Conversion	A

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Rosenwald Elementary/Middle School school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☒ Title I School – does not qualify as Reward, Focus or Priority School.
- ☐ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.7%	94.0%*	Yes

* Or greater than last year

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
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Grades 3-5

All Students	652.6	652.6	630.7	619.4	100.0	100.0
Male	648.6	648.3	621.8	620.4	100.0	100.0
Female	657.6	657.9	639.5	618.2	100.0	100.0
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	652.6	652.6	630.7	619.4	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	653.4	653.2	632.2	619.4	100.0	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2011	3	20	90	31.3	12.5	56.3	68.8
	4	18	100	58.8	35.3	5.9	41.2
	5	15	100	50	35.7	14.3	50
	6	22	95.5	50	35	15	50
	7	9	I/S	I/S	I/S	I/S	I/S
	8	17	94.1	N/AV	N/AV	N/AV	50
2012	3	14	100	8.3	25	66.7	91.7
	4	16	100	18.8	50	31.3	81.3
	5	17	100	46.7	46.7	6.7	53.3
	6	13	100	58.3	25	16.7	41.7
	7	14	100	50	35.7	14.3	50
	8	8	I/S	I/S	I/S	I/S	I/S
Mathematics							
2011	3	20	90	37.5	37.5	25	62.5
	4	18	100	47.1	41.2	11.8	52.9
	5	15	100	64.3	14.3	21.4	35.7
	6	22	95.5	55	35	10	45
	7	9	I/S	I/S	I/S	I/S	I/S
	8	17	94.1	N/AV	N/AV	N/AV	64.3
2012	3	14	100	N/AV	N/AV	N/AV	100
	4	16	100	12.5	56.3	31.3	87.5
	5	17	100	33.3	40	26.7	66.7
	6	13	100	41.7	33.3	25	58.3
	7	14	100	35.7	50	14.3	64.3
	8	8	I/S	I/S	I/S	I/S	I/S
Science							
2011	3	8	I/S	I/S	I/S	I/S	I/S
	4	18	100	N/AV	N/AV	N/AV	17.6
	5	7	I/S	I/S	I/S	I/S	I/S
	6	10	I/S	I/S	I/S	I/S	I/S
	7	9	I/S	I/S	I/S	I/S	I/S
	8	8	I/S	I/S	I/S	I/S	I/S
2012	3	7	I/S	I/S	I/S	I/S	I/S
	4	16	100	12.5	81.3	6.3	87.5
	5	9	I/S	I/S	I/S	I/S	I/S
	6	7	I/S	I/S	I/S	I/S	I/S
	7	14	100	35.7	50	14.3	64.3
	8	4	I/S	I/S	I/S	I/S	I/S

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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Social Studies

2011	3	11	90.9	I/S	I/S	I/S	I/S
	4	18	100	N/AV	N/AV	N/AV	35.3
	5	8	I/S	I/S	I/S	I/S	I/S
	6	11	100	N/AV	N/AV	N/AV	36.4
	7	9	I/S	I/S	I/S	I/S	I/S
	8	9	I/S	I/S	I/S	I/S	I/S
2012	3	7	I/S	I/S	I/S	I/S	I/S
	4	16	100	12.5	68.8	18.8	87.5
	5	8	I/S	I/S	I/S	I/S	I/S
	6	6	I/S	I/S	I/S	I/S	I/S
	7	14	100	N/AV	N/AV	N/AV	42.9
	8	4	I/S	I/S	I/S	I/S	I/S

Writing

2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	15	100	21.4	64.3	14.3	78.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	16	100	53.3	33.3	13.3	46.7
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	17	100	26.7	66.7	6.7	73.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	8	I/S	I/S	I/S	I/S	I/S

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